

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**THE EFFECTS OF ORGANIZATIONAL, WORK AND INDIVIDUAL  
FACTORS ON TEACHERS' WORK-LIFE BALANCE**



**NURUL ATIKAH BINTI AHMAD**

**MASTER OF HUMAN RESOURCE MANAGEMENT  
UNIVERSITI UTARA MALAYSIA  
2019**

**THE EFFECTS OF ORGANIZATIONAL, WORK AND INDIVIDUAL  
FACTORS ON TEACHERS' WORK-LIFE BALANCE**

**By**

**NURUL ATIKAH BINTI AHMAD**

**822832**



Thesis submitted to  
School of Business Management,  
Universiti Utara Malaysia,  
in Fulfillment of the Requirement for the Master of Human Resource Management  
(MHRM)



**Pusat Pengajian Pengurusan  
Perniagaan**

SCHOOL OF BUSINESS MANAGEMENT

**Universiti Utara Malaysia**

**PERAKUAN KERJA KERTAS PENYELIDIKAN**  
(Certification of Research Paper)

Saya, mengaku bertandatangan, memperakukan bahawa  
(I, the undersigned, certified that)

**NURUL ATIKAH BINTI AHMAD (822832)**

Calon untuk Ijazah Sarjana  
(Candidate for the degree of)

**MASTER OF HUMAN RESOURCE MANAGEMENT**

telah mengemukakan kertas penyelidikan yang bertajuk  
(has presented his/her research paper of the following title)

**THE EFFECTS OF ORGANIZATIONAL, WORK AND INDIVIDUAL  
FACTORS ON TEACHERS' WORK-LIFE BALANCE**

Seperti yang tercatat di muka surat tajuk dan kulit kertas penyelidikan  
(as it appears on the title page and front cover of the research paper)

Bahawa kertas penyelidikan tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu  
dengan memuaskan.

(that the research paper acceptable in the form and content and that a satisfactory knowledge of the field is covered  
by the research paper).

Nama Penyelia : **PROF. MADYA DR. FAIZUNIAH BT. PANGIL**  
(Name of Supervisor)

Tandatangan :  
(Signature)

Tarikh : **20 OGOS 2019**  
(Date)

## **PERMISSION TO USE**

In presenting this dissertation in partial fulfillment of the requirement for a Post Graduate degree from the Universiti Utara Malaysia (UUM), I agree that the Library of this university may make it freely available for inspection. I further agree that permission for copying this dissertation in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor or in their absence, by the Dean School of Business Management where I did my dissertation. It is understood that any copying or publication or use of this dissertation parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the UUM in any scholarly use which may be made of any material in my dissertation.

Request for permission to copy or to make other use of materials in this dissertation in whole or in part should be addressed to:

Dean School of Business Management  
Universiti Utara Malaysia  
06010 UUM Sintok  
Kedah Darul Aman



## ABSTRACT

This study was conducted to identify the effects of organizational factor (public vs. private school, secondary vs. primary school, and urban vs. rural school), work factor (gender and marital) and individual factors (job grade and job position) on teachers' work-life balance. A total of 258 teachers from 11 schools in Kedah have participated in this study. The data was collected by using self-administered questionnaires and SPSS was used to analyses the data and test hypothesis. The result shows that types of schools in term of primary and secondary school, and gender have a significant effect on the work-life balance of teachers. However, the other variables such as types of school (public, private, urban and rural), job grade, job position, and marital status do not have a significant effect on the work-life balance of teachers. Based on the findings, it is suggested that any work-life balance program provided by management of education sector should focus on the work-life balance of secondary and female teachers.

**Keywords:** work-life balance, public school, public school, urban school, rural school, job grade, job position, marital status, primary school, secondary school, gender.

## ABSTRAK

Kajian ini dijalankan untuk mengenalpasti kesan dari faktor organisasi (sekolah awam vs. sekolah persendirian, sekolah menengah vs. sekolah rendah, dan sekolah bandar vs. sekolah luar bandar), faktor kerja (jantina dan status perkahwinan) dan faktor individu (gred kerja dan jawatan kerja) pada keseimbangan kerja-kehidupan guru. Seramai 258 guru dari 11 buah sekolah di Kedah telah mengambil bahagian dalam kajian ini. Data telah dikumpulkan melalui kaedah soal selidik yang ditadbir sendiri dan SPSS digunakan untuk menganalisis data dan menguji hipotesis. Hasilnya menunjukkan bahawa jenis sekolah dari segi sekolah rendah dan menengah, dan jantina mempunyai kesan yang signifikan terhadap keseimbangan kerja-kehidupan guru. Walau bagaimanapun, pembolehubah lain seperti jenis sekolah (awam, swasta, bandar dan luar bandar), gred kerja, jawatan kerja, dan status perkahwinan tidak mempunyai kesan yang signifikan dalam keseimbangan kerja-kehidupan guru. Berdasarkan keputusan analisis, dicadangkan bahawa program keseimbangan kerja-kehidupan yang disediakan oleh pengurusan sektor pendidikan harus memberi tumpuan kepada keseimbangan kerja-kehidupan guru-guru sekolah menengah dan guru perempuan.

**Kata kunci:** keseimbangan kerja-kehidupan, sekolah awam, sekolah swasta, sekolah bandar, sekolah luar bandar, gred pekerjaan, jawatan kerja, status perkahwinan, sekolah rendah, sekolah menengah, jantina.

## ACKNOWLEDGEMENT

In the Name of Allah S.W.T and beloved prophet (PBUH),

I would like to convey my gratitude to Allah S.W.T for giving me such great strength, patience, courage, and motivation to complete this study. This research may not have been completed without the contribution of a number of people who helped me to finish this research. First and foremost, my deepest appreciation goes to my respected supervisors, Assoc. Prof. Dr. Faizuniah binti Pangil. Without her assistance and dedicated involvement in every step throughout the process, this research would have never been accomplished.

Most importantly, this could have happened without my family especially my parents, Mr. Ahmad bin Hanafiah and Mrs. Asiah binti Ishak. This thesis stands as a testament of your unconditional love and encouragement. A sincere appreciation and special thanks also go to friends and other lecturers in Universiti Utara Malaysia who always gave great support. I have many people to thank especially Siti Aisyah, Nur Hayani Adlina, Nurul Hanany, Nur Arif Syazana, Noor Liana, Siti Balkis, Siti Farizah and Mohd Fahmi for their endless attention, assistance, and support during this research. I cannot begin to express my gratitude and appreciation for their friendship.

Besides, I would like to express my gratitude to all principal and headmaster from SK Binjal, SK Gelong, SK Jitra I, SK Bandar Darulaman, SR Al-Azhar, SMK Kemunting, SMK Ayer Hitam, SMK Seri Mahawangsa, SMK Bandar Darulaman, SM Tengku Mahmood, and SMA Al-Azhar for giving me a permission to distribute questionnaire form.



Last but not least, May Allah blessing be upon the readers for this research. I hope this research will be of assistance to someone in the future.



## **TABLE OF CONTENTS**

<b>PERMISSION TO USE</b>	<b>i</b>
<b>ABSTRACT</b>	<b>ii</b>
<b>ABSTRAK</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT</b>	<b>iv</b>
<b>LIST OF TABLES</b>	<b>x</b>
<b>LIST OF FIGURES</b>	<b>xi</b>
<b>LIST OF ABBREVIATION</b>	<b>xii</b>
<b>CHAPTER ONE</b>	
<b>INTRODUCTION</b>	<b>1</b>
1.1 Introduction	1
1.2 Background of Study	1
1.3 Problem Statement	3
1.4 Research Question	6
1.5 Research Objectives	6
1.6 Significance of the Study	7
1.7 Definition of Key Terms	8
1.8 Organization of Chapter	8
<b>CHAPTER TWO</b>	
<b>LITERATURE REVIEW</b>	<b>10</b>
2.1 Introduction	10

2.2 Work Life Balance	10
2.2.1 Definition and conceptualization of Work Life Balance	10
2.2.2 Determinants of Work Life Balance	12
2.2.3 Previous study on Work Life Balance	12
2.3 Research Framework	19
2.4 Hypothesis of Study	20
2.4.1 Types of School	20
2.4.2 Gender	23
2.4.3 Marital Status	24
2.4.4 Job Grade and Job Position	26
2.5 Summary	27
<b>CHAPTER THREE</b>	
<b>METHODOLOGY</b>	<b>28</b>
3.1 Introduction	28
3.2 Research design	28
3.3 Unit of Analysis	29
3.4 Population and Sample	29
3.4.1 Population	29
3.4.2 Sample Size and Sampling Technique	30
3.5 Data Collection Procedure	32
3.6 Operational Definition	33
3.7 Research Instrument	34

3.8 Data Analysis	37
3.9 Summary	37
<b>CHAPTER FOUR</b>	
<b>FINDINGS</b>	<b>38</b>
4.1 Introduction	38
4.2 Response Rate	38
4.3 Descriptive Analysis	39
4.4 Mean and standard deviation of Dependent Variable	41
4.5 Hypothesis Testing	42
4.5.1 Type of School (Public vs. Private)	42
4.5.2 Type of School (Primary vs. Secondary)	42
4.5.3 Type of School (Urban vs. Rural)	43
4.5.4 Gender	44
4.5.5 Marital Status	44
4.5.6 Job Grade	45
4.5.7 Job Position	46
4.6 Hypothesis Summary	47
4.7 Summary	48
<b>CHAPTER FIVE</b>	
<b>DISCUSSION AND CONCLUSION</b>	<b>49</b>
5.1 Introduction	49
5.2 Summary of Finding	49

5.3 Discussion of Findings	50
5.3.1 The Effect of Type of School (Public vs. Private)	50
5.3.2 The Effect of Type of School (Primary vs. Secondary)	51
5.3.3 The Effect of Type of School (Urban vs. Rural)	52
5.3.4 The Effect of Gender	53
5.3.5 The Effect of Marital Status	54
5.3.6 The Effect of Job Grade	55
5.3.7 The Effect of Job Position	56
5.4 Limitation and Future Direction of Research	57
5.5 Research Implication	58
5.6 Conclusion	59
<b>REFERENCES</b>	<b>61</b>
<b>APPENDIX A- Questionnaire</b>	<b>73</b>
<b>APPENDIX B- Result of SPSS</b>	<b>83</b>
<b>APPENDIX C- Permission Letter</b>	<b>94</b>

## LIST OF TABLES

Table 2.1	Summarize of work life balance in previous studies.
Table 3.1	Sample Size
Table 3.2	List of items that related to dependent variables which is work life balance of teachers.
Table 3.3	Analysis used in testing hypothesis.
Table 4.1	Response Rate
Table 4.2	Demographic backgrounds of respondent
Table 4.3	Mean and Standard Deviation of Dependent Variable
Table 4.4	Mean, Standard Deviation and One-way ANOVA of Type of School (Public/Private)
Table 4.5	Mean, Standard Deviation and One-way ANOVA of Type of School (Primary/Secondary)
Table 4.6	Mean, Standard Deviation and One-way ANOVA of Type of School (Urban/Rural)
Table 4.7	Mean, Standard Deviation and One-way ANOVA of Gender
Table 4.8	Mean, Standard Deviation and One-way ANOVA of Marital Status
Table 4.9	Mean, Standard Deviation and One-way ANOVA of Job Grade
Table 4.10	Mean, Standard Deviation and One-way ANOVA of Job Position
Table 4.11	Summarize of Hypothesis

## LIST OF FIGURES

Figure 2.1: Research Framework





## ABBREVIATION

New Economic Policy	NEP
Ministry of Higher Education	MOE
Information technology	IT
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan	BPPDP
Educational Research Application System	eRAS
Work-Life Balance	WLB



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter explained an overview of the research background, problem statement, research question, research objectives, the significance of the study and definition of a key term that related to the topic.

#### **1.2 Background of study**

The Malaysian education system has undergone a trend change and restructuring to create high-quality education. The education system also has to change in line with country development. According to Cheong, Hill, and Leong (2016), stated that Malaysia's education policy has grown for half a century and acts consecutively over the context of the country's transition and external circumstances. It started with an education policy agenda which is affirmative action under the New Economic Policy (NEP) in 1971. This policy had introduced Mandarin and Tamil vernacular school. Lastly, the emphasis in fostering human capital in Malaysia to become a "knowledge economy" and achieving "Vision 2020" is the strategic goal introduced in order to push Malaysia to become a developed nation.

Besides, the statement of the Ministry of Higher Education in the year 2009, education in Malaysia starts from pre-school to university. MOE's vision is to make Malaysia the center of excellence in education (Selvaraj, Anbalagan & Azlin Norhaini, 2014). It

## REFERENCE

- Adeeba, I., & Feza, T. A. (2015). Work-Life Balance among Teachers: An Empirical Study. *Journal of Business and Management*, 17(2), 1-11.
- Adom, D., Hussein, E. K., & Agyem, J. A., (2018). Theoretical and Conceptual Framework: Mandatory Ingredients of a Quality Research. *International Journal Of Scientific Research*, 7(1), 438-441.
- Aliza, S. (2018, September 18). Reduce Teachers' Workload. *The New Straits Times*. Retrieved from <https://www.nst.com.my/news/exclusive/2018/09/412392/exclusive-reduce-teachers-workload>
- Alsubaie, M. A. (2016). Curriculum Development: Teacher Involvement in Curriculum Development. *Journal of Education and Practice*, 7(9).
- Ampem, D., Solomon, & Brempong, (2018). The Influence of Work-Life Balance on Employees' Commitment Among Bankers In Accra, Ghana. *African Journal of Social Work*, 8(1), 47-55.
- Andres, T. C. S. (2017). Work-Family Conflict, Family-Work Conflict, and Job Satisfaction in a Sample of Married Teachers. *Jour of Adv Research in Dynamical & Control Systems*, 526-536

- Austin, G. (2014). The Importance of Representative Samples and How to Get Them. *Austin Research*, retrieved from <https://austinresearch.co.uk/the-importance-of-representative-samples-and-how-to-get-them/>
- Aydin, D. L. (2016). The Impact of Career Success On Work-Life Balance For Millennium Generation. *Journal of Management, Marketing, and Logistics*, 3(2), 97-104.
- Azizi, A. (2017, April 30). Heavy Workload; Stressed-Out Teachers Need Help. The *New Straits Time*. Retrieved from <https://www.nst.com.my/opinion/letters/2017/04/235011/heavy-workload-stressed-out-teachers-need-help>
- Azlihanis, A. H., Nyi, N. N., Aziah, D., Rusli, N., & Mohd, R., S. (2009). Prevalence And Factors Associated With Stress Among Secondary School Teachers In Kota Bharu, Kelantan, Malaysia. *Southeast Asian J Trop Med Public Health*, 40(6), 1350-1370.
- Bakker, A. B., & Demerouti, E. (2006). The Job Demands-Resources Model: State of The Art. *Journal of Managerial Psychology*, 22(3), 309-328.
- Baltes, B. B., Clark, M. A., & Chakrabarti, M. (2009). Work-Life Balance: The Roles of Work-Family Conflict and Work-Family Facilitation, 201-212. Retrieved from [https://www.researchgate.net/publication/286798449\\_Work-Life\\_Balance\\_The\\_Roles\\_of\\_Work-Family\\_Conflict\\_and\\_Work-Family\\_Facilitation](https://www.researchgate.net/publication/286798449_Work-Life_Balance_The_Roles_of_Work-Family_Conflict_and_Work-Family_Facilitation)

- Bani Hasan, N. A., & Lee S. T. (2017). Work-Life Balance and Job Satisfaction among Working Adults in Malaysia: The Role of Gender and Race as Moderators. *Journal of Economics, Business, and Management*, 5(1), 18-24.
- Barik, P. (2017). Work-Life Balance of Married Female Teachers in Government and Private Schools of Raipur. Chhattisgarh. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 22(11), 38-46.
- Bavanhi, R., & Norasmah, O. (2017). Workload Factor Encouraging Job Stress Among Pt3 Teachers In School District Kapit, Sarawak. *International Conference, Kota Kinabalu, Malaysia*.
- Bhandari, K., & Soni, H. (2015). Impact of Gender, Age and Work Experience on Satisfaction towards Work Life Balance (with special reference to Bank of Baroda, Udaipur). *IOSR Journal of Business and Management (IOSR-JBM)*, 17(3), 48-53
- Campbell, J. (2014). Overloaded Curriculum May Lead to Underperformance. *New Straits Times*, retrieved from <https://www.nst.com.my/news/2015/09/overloaded-curriculum-may-lead-underperformance>
- Cheong, K. C., Hill, C., & Leong, Y. C. (2016). Malaysia's Education Policies and The Law of Unintended Consequences. *Journal of International and Comparative Education*, 5(2).

- Dev, S. S., & Raj, S. J. M. (2017). Work Life Balance of Employees and its Effect on Work Related Factors in Nationalized Banks. *Shanlax International Journal of Management*, 4(4), 29 – 35.
- Dhanya, J. S. & Kinslin, D. (2016). A Study on Work Life Balance of Teachers in Engineering Colleges in Kerala. *Journal of Chemical and Pharmaceutical Sciences*, 9(4), 2098–2104.
- Erdamar, G., & Demirel, H. (2014). Investigation of work-family, family-work conflict of the teachers. *Procedia - Social and Behavioral Sciences*, 4919 – 4924
- Fapohunda & Tinuke. M. (2014). Gender Influences in Work Life Balance: Findings From Nigeria. *Global Journal of Human Resource Management*, 2(2), 25-39
- Geetha, S., & Rajendran, R., (2017). Comparatve Study of Work Life Balance Among Private And Public Sector Banking Employees In Perambalur District. *IJRDO-Journal of Applied Management Science*, 3(1), 1-7.
- Goyal, M. & Arora, S. (2012). Harnessing Work: Family Life Balance Among Teachers in Educational Institutions. *International Journal of Applied Services Marketing Perspectives*, 1(2), 170-176.

Gulbahar, Ali, A., Kundi, G. M., Qureshi, Q. A., & Akhtar, R. (2014). Relationship between Work-Life Balance & Organizational Commitment. *Research on Humanities and Social Sciences*, 4(5), 1-7.

Helvaci, M. A., Bakalim, O., & Can, V. (2017). The Work-Life Balance of Academics. *The Online Journal of New Horizons in Education*, 7(4), 80-85.

Karckay, A. T., & Bakalim, O. (2017). The Mediating Effect Of Work-Life Balance On The Relationship Between Work-Family Conflict And Life Satisfaction. *Australian Journal of Career Development*, 26(1), 3-13.

Kavita, K., & Hassan, N. C. (2018). Work Stress among Teachers: A Comparison between Primary and Secondary School Teachers. *International Journal of Academic Research in Progressive Education and Development*, 7(4), 60-66.

Khairunneezam M. N., Siti S. O., & Nurul N. A. H., (2017). Work-Life Balance Satisfaction among Academics in Public Higher Educational Sector. *International Journal of Academic Research in Business and Social Sciences*, 7, 5-19.

Kumar, S., & Tiwari, V. (2017). Work-Life Balance Between Primary And Secondary School Female Married Teachers. *International Journal of*



Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017).  
*Descriptive analysis in education: A guide for researchers (NCEE 2017-4023)*, 53.

Mackenzie, R. J. (2018, July 20). One-Way vs Two-Way ANOVA: Differences, Assumptions and Hypotheses. *Technology Networks*. Retrieved from <https://www.technologynetworks.com/informatics/articles/one-way-vs-two-way-anova-definition-differences-assumptions-and-hypotheses-306553>

Maeran, R., Pitarelli, F., & Cangiano, F. (2013). Work-Life Balance and Job Satisfaction Among Teachers. *Interdisciplinary Journal of Family Studies*.

Malik, S. (2015). Effect of Work-Life Balance on Gender and Marital Status. *International Journal of Science Technology and Management*, 4(1), 782-789.

Mariam, O. (2014). Educational Quality Differences in a Middle-Income Country: The Urban-Rural Gap in Malaysian Primary Schools. *School Effectiveness and School Improvement*, 24(1), 1-18.

Meng, Y. C. (2016, Jun 13). Developing excellence in educational leadership. *The Star Online*. Retrieved from <https://www.thestar.com.my/news/nation/>

2016/06/14/developing-excellence-in-educational-leadership/

Mesa, J. M., Chica, D. A.G., Duquia, R. P., Bonamigo, R. R., & Bastos, J. L. (2016). Sampling: How to Select Participants in My Research Study? *An Bras Dermatol*, 91(3), 326-30. Retrieved from <http://dx.doi.org/10.1590/abd1806-4841.20165254>

Ministry of Education Malaysia (2013), Preliminary Report: Malaysia Education Blue Print 2013-2025, September 2012, retrieved from [https://www.padu.edu.my/wp-content/uploads/2018/01/Chapter\\_1.pdf](https://www.padu.edu.my/wp-content/uploads/2018/01/Chapter_1.pdf)

Mohammad, R. U., Nazamul H., Abdullah M. A. M., & Md. Shahab, U., (2013). Work-Life Balance: A Study on Female Teachers of Private Education Institutions of Bangladesh. *International Journal of African and Asian Studies*, 1, 101-107.

Muniandy, S. (2016, March 27). Stress and Demands of Teaching. *The Star Online*. Retrieved from <https://www.thestar.com.my/news/education/2016/03/27/stress-and-demands-of-teaching/>

Nor, A. M. R. (2018, August 28). 4.4 Per Cent of Teachers Experienced Moderate Stress Level Last Year. *New Straits Times*. Retrieved from <https://www.nst.com.my/news/nation/2018/08/405754/44-cent-teachers-experienced-moderate-stress-level-last-year>

- Nwogu, U. J. & Unuigbo, B. I. (2018) Strategies For Improving Teachers' Work-Life Balance In Secondary Schools In Edo State. *European Journal of Research and Reflection in Educational Sciences*, 6(2), 63–71.
- Omair A. (2014). Sample Size Estimation and Sampling Techniques For Selecting A Representative Sample. *J Health Spec* 2014, 2(4), 142-147.  
Retrieved from: <http://www.thejhs.org/text.asp?2014/2/4/142/142783>
- Omran, S. K. A. (2016). Work-Family Balance Dilemma Among Employed Parents. *International Journal of Business and Economic Development*, 4(1), 31-46.
- Oyebanji, O. J. A., & Sanni, O. A. (2016). Work-Life Balance and Teachers' Job Satisfaction In Lagos State Secondary Schools. *The African Symposium: An online journal of the African Educational Research Network*, 15(3), 84-93.
- Pan, L. C., & Chua, B. S. (2018). Challenge-Hindrance Appraisal Job and Work-Life Balance Among Teachers: A Conceptual Paper. *Malaysian Journal of Social Sciences and Humanities*, 3(3), 104 – 116.
- Panisoara, G., & Serban, M. (2012). Marital Status and Work-Life Balance. *Procedia - Social and Behavioral Sciences*, 78, 21 – 25

- Pui Y. W., Nur, F. A. B., and Jamayah S. (2017). Workplace Factors And Work-Life Balance Among Employees In Selected Services Sector. *International Journal of Business and Society*, 18, 677-684
- Punia, V., & Kamboj, M. (2013). Quality of Work Life Balance Among Teachers in Higher Education Institutions. *Learning Community*, 4 (3), 197-208.
- Rantanen, J., Kinnunen, U., Mauno, S., & Tillemann, K. (2011). Introducing Theoretical Approaches to Work-Life Balance and Testing a New Typology Among Professionals. ©Springer-Verlag Berlin Heidelberg 2011, DOI 10.1007/978-3-642-16199-5\_2.
- Rathee, R., & Bhuntel, R. (2018). Factors Affecting Work Life Balance Of Women In Education Sector. *International Journal of Social Science and Economic Research*, 3(3), 830 – 857.
- Renuka, D. S. V., & Kanagalakshmi, L. (2015). Factors Influencing Work Life Balance of Women Employees in Information Technology Companies. *IOSR Journal of Business and Management (IOSR-JBM)*, 17(6), 01-04.
- Saravanan, S. S., & Dharani, P. (2014). A Study on Factors Influencing Work Life Balance of School Teachers in Coimbatore. *Indian Journal Of Research*, 3(4), 10-12.

Sekaran, U. (2013). *Research Methods For Business*. 6.

Selvaraj, G., Anbalagan, K. & Azlin Norhaini M. (2014). Current Trends in Malaysian Higher Education and the Effect on Education Policy and Practice: An Overview. *International Journal of Higher Education*, 3(1).

Siti Nurmayanti, Armanu T., Noermijati & Dodi I. (2014). Work Family Conflict: A Review of Female Teachers in Indonesia. *International Journal of Psychological Studies*, 6(4), 134-142.

Siti Rafiah, A. H., Sharifah Sariah, S. H., & Nik Ahmad, H. I. (2012). Teaching Quality and Performance Among Experienced Teachers in Malaysia, *Australian Journal of Teacher Education*, 37(11).

Senthilkumar, K. G., Chandrakumaramangalam, S., & Manivannan, L. (2012). An Empirical Study on Teaching Professionals' Work-Life Balance in Higher Learning Institutions with Special Reference to Namakkal District, Tamilnadu. *Bonfring International Journal of Industrial Engineering and Management Science*, 2(3), 38 – 41.

Sofiah, Z., Khaliza, S., & Rozi. M. (2016). Issues Among Novice Teachers In Malaysia. *International Seminar on Generating Knowledge Through Research*, 855-862.

- Soo, W. J. (2019). Half of English Teachers Have Poor English Skills. *FMT News*, retrieved from <https://www.freemalaysiatoday.com/category/nation/2019/05/21/half-of-english-teachers-have-poor-english-skills-says-don/>
- The Star Online (2015, Feb 15). Easy Learning in SMART Classroom. *The Star Online*. Retrieved from <https://www.thestar.com.my/news/education/2015/02/15/easy-learning-in-smart-classroom/>
- Thriveni, K. K., & Rama, D. V. (2012). Impact of Demographic Variables on Work-Life Balance of Women Employees (with special reference to Bangalore City). *International Journal of Advances in Management and Economics*, 1(6), 226-229.
- Vakta, H. (2013). An Empirical Study on Work Life Balance and Quality of Life of Working Women in Public and Private Sector. *Indian Journal of Arts*, 1(1), 64-68.
- Vandana, P. & Meenakshi, K. (2013). Quality of Work-life Balance among Teachers in Higher Education Institutions. *Learning Community*, 4(3), 197-208.
- Wen, X., Talwar, P., Tan, K.W., Nur, F. M. Y., Oon, Y. B., & Kartini, A. G. (2019). Occupational Stress Among Primary School Teachers: A Study in Jilin Province. *Journal of Cognitive Sciences and Human Development*, 5(1).

Williams, C. (2007). Research Methods. *Journal of Business & Economic Research*, 5(3), 65–72.

Wilson, A. B., Vilardo , M., Fellingner, R., & Dillenbeck, T. (2015). Work-Life Balance Satisfaction: An Analysis of Gender Differences and Contributing Factors. *New York Journal of Student Affairs*, 14(2), 3-17.

Zafir, M. M., & Sheikh, M. H. S. K. (2013). Stress among Malaysian Academics: A Conceptual Study. *International Journal of Academic Research in Business and Social Sciences*, 2(1), 196-211.





**APPENDIX A**  
**QUESTIONNAIRE**



**Othman Yeop Abdullah  
Graduate School of Business**

---

**Universiti Utara Malaysia**

**RESEARCH QUESTIONS**

**TYPES OF SCHOOL AND ITS EFFECT ON WORK LIFE BALANCE OF  
TEACHERS**

Dear Sir / Madam,

I'm currently pursuing Master in Human Resource Management (MHRM) at Universiti Utara Malaysia. As per university requirement I am required to complete a research paper. Thus, I am carrying out a research entitled "Type of School and Its Effect on Work Life Balance of Teachers". You are cordially invited to answer the questionnaires. All of the information given will be kept confidential and used for academic purpose only.

Thank you for your kind cooperation in completing this questionnaire. Your participation is highly appreciated.

Best Regards,

Nurul Atikah binti Ahmad

Master of Human Resource Management, UUM

Email: [nurul\\_atikah\\_ahmad@oyagsb.uum.edu.my](mailto:nurul_atikah_ahmad@oyagsb.uum.edu.my)

Please tick (✓) the correct answer.  
Sila tandakan (✓) jawapan yang betul.

### **SECTION A: ORGANIZATION FACTOR**

1. What is your type of school?

*Apakah jenis sekolah anda?*

☐ Primary School

☐ Secondary School

2. What is your type of school?

*Apakah jenis sekolah anda?*

☐ Public School

☐ Private School

3. What is your type of school?

*Apakah jenis sekolah anda?*

☐ Urban School

☐ Rural School

### **SECTION B: WORK FACTOR**

4. What is your job grade?

*Apakah gred pekerjaan anda?*

☐ DG54

☐ DG52

☐ DG48

☐ DG41/42

☐ DG44

☐ DG40

☐ DG32

☐ DG34

☐ DG29

☐ Others: \_\_\_\_\_

5. What is your job position?

*Apakah jawatan anda?*

☐ Pengetua

☐ Penolong Kanan HEM

☐ Guru Besar

☐ Penolong Kanan Kokurikulum

☐ Penolong Kaunseling

☐ Penolong Kanan Akademik

☐ Guru Pemulihan

☐ Penyelia Petang

☐ Guru Perpustakaan

☐ Guru Koperasi

☐ Guru J-Qaf

☐ Guru Penyelaras Bestari

☐ Guru Data

☐ Guru Penolong Agama

- |   |   |
|---|---|
| <input type="checkbox"/> Guru Media     | <input type="checkbox"/> Guru Setiausaha Sukan      |
| <input type="checkbox"/> Guru Cemerlang | <input type="checkbox"/> Guru Akademik Biasa        |
| <input type="checkbox"/> Guru Disiplin  | <input type="checkbox"/> Guru Jawatankuasa RMT      |
| <input type="checkbox"/> Guru Buku Teks | <input type="checkbox"/> Guru Panitia Matapelajaran |

Others: \_\_\_\_\_

6. What is your specialization?

*Apakah pengkhususan anda?*

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> Bahasa     | <input type="checkbox"/> Agama         |
| <input type="checkbox"/> Matematik  | <input type="checkbox"/> Sains         |
| <input type="checkbox"/> Kemahiran  | <input type="checkbox"/> Sukan         |
| <input type="checkbox"/> Sejarah    | <input type="checkbox"/> Geografi      |
| <input type="checkbox"/> Perniagaan | <input type="checkbox"/> Others: _____ |

### **SECTION C: INDIVIDUAL FACTOR**

7. What is your age?

*Berapakah umur anda?*

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| <input type="checkbox"/> 20 - 25 | <input type="checkbox"/> 26 - 30      |
| <input type="checkbox"/> 31 - 35 | <input type="checkbox"/> 36 - 40      |
| <input type="checkbox"/> 41 - 45 | <input type="checkbox"/> 46 - 50      |
| <input type="checkbox"/> 51 - 60 | <input type="checkbox"/> 60 and above |

8. What is your gender?

*Apakah jantina anda?*

- |                               |                                 |
|-------------------------------|---------------------------------|
| <input type="checkbox"/> Male | <input type="checkbox"/> Female |
|-------------------------------|---------------------------------|

9. What is your marital status?

*Apakah status perkahwinan anda?*

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Single  | <input type="checkbox"/> Divorced |
| <input type="checkbox"/> Married | <input type="checkbox"/> Widowed  |

10. What is your academic qualification?

*Apakah kelayakan akademik anda?*

☐ Diploma

☐ Master Degree

☐ Bachelor Degree

☐ Doctoral Degree (Ph.D.)

**Please tick (✓) the correct answer.**

*Sila tandakan (✓) jawapan yang betul.*

#### **SECTION D**

<b>STRONGLY DISAGREE</b> <i>SANGAT TIDAK SETUJU</i>	<b>DISAGREE</b> <i>TIDAK BERSETUJU</i>	<b>UNCERTAINTY</b> <i>KETIDAKPASTIAN</i>	<b>AGREE</b> <i>SETUJU</i>	<b>STRONGLY AGREE</b> <i>SANGAT BERSETUJU</i>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>No.</b>	<b>Satisfaction With Family And Self Life</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	I spend sufficient time in a day with my family. <i>Saya menghabiskan masa yang cukup dalam sehari dengan keluarga saya.</i>					
2.	I spend as much time as I like with my loved ones. <i>Saya menghabiskan sebanyak masa yang saya suka dengan orang yang saya sayangi.</i>					
3.	I can make my family happy with giving money. <i>Saya boleh membuat keluarga saya gembira dengan memberi mereka wang.</i>					
4.	I spend some time in day-hobbies. <i>Saya menghabiskan masa dengan melakukan hobi saya seharian.</i>					

5.	I give equal time to all aspects of my life which are physical, spiritual, moral, social and economic. <i>Saya membahagikan masa yang sama bagi semua aspek kehidupan saya seperti fizikal, rohani, moral, sosial dan ekonomi.</i>					
6.	I often involved myself in recreational activities. <i>Saya sering melibatkan diri dalam aktiviti riadah.</i>					
7.	I live an ideal life. <i>Saya menjalani kehidupan yang ideal.</i>					
8.	I generally feel that I can balance my work and my life. <i>Saya secara umumnya merasakan bahawa saya boleh mengimbangi kerja dan kehidupan saya.</i>					
9.	I spent time working out and exercising. <i>Saya menghabiskan masa dengan bersenam.</i>					
10.	I have time to achieve my personal goals and careers satisfactorily. <i>Saya mempunyai masa untuk mencapai matlamat dan kerjaya saya dengan memuaskan.</i>					
<b>Role Overload</b>						
11.	I think or worry about work when I am not actually at work. <i>Saya berfikir atau berasa bimbang tentang kerja apabila saya tidak bekerja.</i>					
12.	I feel tired or depressed because of work.					

	<i>Saya merasa letih atau tertekan kerana kerja.</i>					
13.	I have difficulty arranging leave. <i>Saya menghadapi kesukaran mengatur cuti.</i>					
14.	I need to make a lot of adjustments to fit my work environment. <i>Saya perlu membuat banyak penyesuaian agar sesuai dengan persekitaran kerja saya.</i>					
15.	I work overtime because of working pressure. <i>Saya bekerja lebih masa kerana tekanan kerja.</i>					
16.	Sometimes I miss a quality time with my family because of work pressure. <i>Kadang-kadang saya terlepas masa yang berkualiti dengan keluarga kerana tekanan kerja.</i>					
17.	I am frequently worried due to problems of my family. <i>Saya sering berasa bimbang kerana masalah keluarga.</i>					
18.	There are such members in my family whose presence makes me annoy. <i>Terdapat kehadiran ahli-ahli dalam keluarga saya yang membuatkan saya menjadi rimas.</i>					
19.	I have given up activities I enjoy to work. <i>Saya telah meninggalkan aktiviti yang saya suka lakukan.</i>					
20.	I have sacrificed my happiness to work.					

	<i>Saya telah mengorbankan kebahagiaan saya demi kerja.</i>					
21.	I am suffered from stress related disease. <i>Saya mengalami penyakit yang berkaitan dengan tekanan.</i>					
22.	I feel that I am alone in this world. <i>Saya berasa sendirian di dunia ini.</i>					
23.	I hesitate in accepting responsibility of family and social functions. <i>Saya teragak-agak untuk menerima tanggungjawab keluarga dan aktiviti-aktiviti sosial.</i>					
24.	I experience conflict between my value and what I have to do in my work. <i>Saya mengalami konflik antara nilai saya dan apa yang saya perlu lakukan dalam kerja saya.</i>					
<b>Awareness Towards Work Life Balance</b>						
25.	A good work life balance can play an incredible role in achieving personal and professional goals. <i>Keseimbangan kehidupan kerja yang baik dapat memainkan peranan yang luar biasa dalam mencapai matlamat peribadi dan profesional.</i>					
26.	Work life balance allows me to work better. <i>Keseimbangan kehidupan kerja membolehkan saya bekerja dengan lebih baik.</i>					
27.	Work excitement and pressure are opposite sides of the same coin.					



	<i>Keseronokan kerja dan tekanan kerja adalah sisi yang bertentangan.</i>					
28.	I think that this work provides opportunities to showcase talents and skills. <i>Saya fikir kerja ini boleh memberi peluang untuk mempamerkan bakat dan kemahiran.</i>					
29.	Work life balance is partly employer and employee responsibility. <i>Keseimbangan kehidupan kerja adalah sebahagian daripada tanggungjawab majikan dan pekerja.</i>					
30.	Work is a matter of necessity and survival. <i>Kerja adalah keperluan dan kelangsungan hidup.</i>					
31.	I fulfilled my family demands as possible as I can. <i>Saya memenuhi keperluan keluarga saya dengan sebaik mungkin.</i>					
32.	I think if employees have a good working life balance, the organization will be more effective and successful. <i>Saya berfikir jika pekerja mempunyai keseimbangan kehidupan kerja yang baik, organisasi akan lebih berkesan dan berjaya.</i>					
33.	I feel that it is important to achieve a balance between work and personal life. <i>Saya merasakan bahawa pentingnya untuk mencapai keseimbangan antara kerja dan kehidupan peribadi.</i>					

	Job Satisfaction And Flexible Environment					
34.	My work environment is growing and competitive. <i>Persekitaran kerja saya berkembang dan berdaya saing.</i>					
35.	My organization provides a variety of facilities that make me feel comfortable. <i>Organisasi saya menyediakan pelbagai kemudahan yang membuatkan saya berasa selesa.</i>					
36.	I get a reward or motivation for my work. <i>Saya mendapat ganjaran atau motivasi untuk kerja.</i>					
37.	I feel satisfied with my workplace's condition. <i>Saya berasa berpuas hati dengan keadaan tempat kerja saya.</i>					
38.	I think the work I do is interesting. <i>Saya fikir kerja yang saya lakukan menarik.</i>					
39.	I have created the habit of working intentionally. <i>Saya telah mewujudkan tabiat kerja dengan sengaja.</i>					
40.	I go for picnic or vacations with my family. <i>Saya pergi berkelah atau bercuti dengan keluarga.</i>					
	Self-Appreciation Of Work					
41.	I have my own principles of operations. <i>Saya mempunyai prinsip operasi saya sendiri.</i>					
42.	The members of my family always make me realize that they are happy with my role.					

	<i>Ahli keluarga saya selalu membuat saya menyedari bahawa mereka gembira dengan peranan saya.</i>					
43.	Family issues do not impede my ability to perform effectively in the workplace. <i>Isu-isu keluarga tidak menghalang keupayaan saya untuk melaksanakan kerja secara berkesan di tempat kerja.</i>					
44.	I like to spend my time in the office than at home. <i>Saya suka menghabiskan masa saya di pejabat daripada di rumah.</i>					
45.	I generally feel that I can balance my work and my life. <i>Saya secara umumnya merasakan bahawa saya boleh mengimbangi kerja saya dan kehidupan saya.</i>					
46.	I feel great when doing my job. <i>Saya berasa gembira apabila melakukan tugas saya.</i>					

Thank you.

**APPENDIX B**  
**RESULT OF SPSS**

**Frequencies**

**Statistics**

	Type of school (Primary/Secondary)	Type of school (Public/Private)	Type of school (Urban/Rural)	Job grade	Job position	Gender	Marital status
N Valid	258	258	258	258	258	258	258
Missing	0	0	0	0	0	0	0
Mean	1.55	1.18	1.46	5.33	16.62	1.79	2.86
Std. Deviation	.499	.387	.499	2.625	5.190	.410	.547

**Frequencies OF Work-life Balance**

**Statistics**

	Satisfaction with family and self life	Role workload	Awareness towards work life balance	Job satisfaction and flexible environment	Self – appreciation
N Valid	258	1258	258	258	258
Missing	0	0	0	0	0
Mean	3.2078	2.6404	4.1024	3.7187	3.7016
Std. Deviation	.64574	.60741	.46685	.53821	.41672
Minimum	1.20	1.07	2.00	2.00	2.17
Maximum	4.70	4.29	5.00	5.00	5.00

**Frequency Table****Type of school (Primary/Secondary)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	117	45.3	45.3	45.3
	Secondary	141	54.7	54.7	100.0
	Total	258	100.0	100.0	

**Type of school (Public/Private)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public	211	81.8	81.8	81.8
	Private	47	18.2	18.2	100.0
	Total	258	100.0	100.0	

**Type of school (Urban/Rural)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	140	54.3	54.3	54.3
	Rural	118	45.7	45.7	100.0
	Total	258	100.0	100.0	

### Job Grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DG54	2	.8	.8	.8
	DG52	27	10.5	10.5	11.2
	DG48	34	13.2	13.2	24.4
	DG41/42	44	17.1	17.1	41.5
	DG44	88	34.1	34.1	75.6
	DG32	3	1.2	1.2	76.7
	DG34	10	3.9	3.9	80.6
	DG29	1	.4	.4	81.0
	Others	49	19.0	19.0	100.0
	Total	258	100.0	100.0	

### Job Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.4	.4	.4
	2	5	1.9	1.9	2.3
	3	2	.8	.8	3.1
	4	5	1.9	1.9	5.0
	5	3	1.2	1.2	6.2
	6	4	1.6	1.6	7.8
	7	4	1.6	1.6	9.3
	9	6	2.3	2.3	11.6
	10	6	2.3	2.3	14.0
	11	12	4.7	4.7	18.6
	12	5	1.9	1.9	20.5
	13	4	1.6	1.6	22.1
	14	7	2.7	2.7	24.8

15	1	.4	.4	25.2
16	1	.4	.4	25.6
17	4	1.6	1.6	27.1
18	119	46.1	46.1	73.3
19	13	5.0	5.0	78.3
20	1	.4	.4	78.7
21	3	1.2	1.2	79.8
22	40	15.5	15.5	95.3
23	12	4.7	4.7	100.0
Total	258	100.0	100.0	

### Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	55	21.3	21.3	21.3
	Female	203	78.7	78.7	100.0
	Total	258	100.0	100.0	

### Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	18	7.0	7.0	7.0
	2	5	1.9	1.9	8.9
	3	230	89.1	89.1	98.1
	4	5	1.9	1.9	100.0
	Total	258	100.0	100.0	

## **One-way ANOVA**

### **Types of School**

#### **Descriptives**

WLB

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Public	211	3.3686	.27334	.01882	3.3315	3.4057	2.63	4.70
Private	47	3.3867	.35182	.05132	3.2834	3.4900	2.17	4.09
Total	258	3.3719	.28854	.01796	3.3365	3.4073	2.17	4.70

#### **ANOVA**

WLB

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.013	1	.013	.151	.698
Within Groups	21.384	256	.084		
Total	21.397	257			



## Types of School

### Descriptives

WLB

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Primary	117	3.4211	.29164	.02696	3.3677	3.4745	2.72	4.52
Secondary	141	3.3310	.28045	.02362	3.2843	3.3777	2.17	4.70
Total	258	3.3719	.28854	.01796	3.3365	3.4073	2.17	4.70

### ANOVA

WLB

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.519	1	.519	6.359	.012
Within Groups	20.878	256	.082		
Total	21.397	257			

## Types of School

### Descriptives

WLB

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Urban	140	3.3828	.31230	.02639	3.3306	3.4350	2.17	4.70
Rural	118	3.3589	.25825	.02377	3.3119	3.4060	2.72	4.33
Total	258	3.3719	.28854	.01796	3.3365	3.4073	2.17	4.70

### ANOVA

WLB

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.036	1	.036	.436	.510
Within Groups	21.360	256	.083		
Total	21.397	257			

**Job Grade****Descriptives**

WLB

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimu m	Maximu m
					Lower Bound	Upper Bound		
1	2	3.3804	.41504	.29348	-.3486	7.1094	3.09	3.67
2	27	3.3390	.34763	.06690	3.2015	3.4765	2.85	4.70
3	34	3.2916	.26851	.04605	3.1979	3.3853	2.63	3.83
4	44	3.4338	.33291	.05019	3.3326	3.5350	2.78	4.52
5	88	3.3753	.23134	.02466	3.3263	3.4243	2.91	4.33
7	3	3.3478	.20738	.11973	2.8327	3.8630	3.22	3.59
8	10	3.4261	.18790	.05942	3.2917	3.5605	3.22	3.80
9	1	3.5870	.	.	.	.	3.59	3.59
10	49	3.3696	.33485	.04784	3.2734	3.4657	2.17	4.04
Total	258	3.3719	.28854	.01796	3.3365	3.4073	2.17	4.70

1 = DG54

2 = DG52

3 = DG48

4 = DG41/42

5 = DG44

6 = DG40

7 = DG32

8 = DG34

9 = DG29

10 = Others

**ANOVA**

WLB

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.496	8	.062	.738	.658
Within Groups	20.901	249	.084		
Total	21.397	257			

## Job Position

### Descriptives

WLB

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
1	19	3.3753	.25017	.05739	3.2547	3.4959	2.96	3.80
2	239	3.3716	.29183	.01888	3.3344	3.4088	2.17	4.70
Total	258	3.3719	.28854	.01796	3.3365	3.4073	2.17	4.70

1 = Teachers with management position

2 = Teachers without management position

### Test of Homogeneity of Variances

WLB

Levene Statistic	df1	df2	Sig.
.010	1	256	.921

### ANOVA

WLB

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.000	1	.000	.003	.957
Within Groups	21.396	256	.084		
Total	21.397	257			

## Gender

### Descriptives

WLB

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Male	55	3.4646	.29885	.04030	3.3838	3.5453	2.63	4.52
Female	203	3.3468	.28120	.01974	3.3078	3.3857	2.17	4.70
Total	258	3.3719	.28854	.01796	3.3365	3.4073	2.17	4.70

### ANOVA

WLB

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.600	1	.600	7.392	.007
Within Groups	20.796	256	.081		
Total	21.397	257			

## Marital Status

### Descriptives

WLB

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	28	3.3719	.29342	.05545	3.2581	3.4857	2.87	3.89
3	230	3.3719	.28859	.01903	3.3344	3.4094	2.17	4.70
Total	258	3.3719	.28854	.01796	3.3365	3.4073	2.17	4.70

1 = Single  
3 = Married

### Test of Homogeneity of Variances

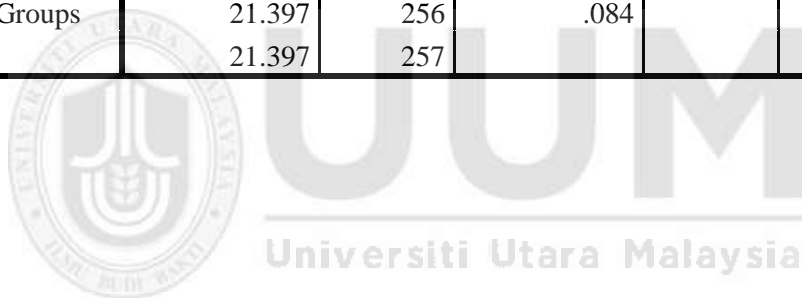
WLB

Levene Statistic	df1	df2	Sig.
1.235	1	256	.267

### ANOVA

WLB

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.000	1	.000	.000	1.000
Within Groups	21.397	256	.084		
Total	21.397	257			



## APPENDIX C

### PERMISSION LETTER



**KEMENTERIAN PENDIDIKAN MALAYSIA**  
JABATAN PENDIDIKAN NEGERI KEDAH  
KOMPLEKS PENDIDIKAN, JALAN STADIUM  
05604 ALOR SETAR  
KEDAH DARUL AMAN

Telefon : 04-740 4000  
Faks : 04-740 4342  
Laman Web : www.moe.gov.my

Ruj Kami : JPK. SPS.UPP 600-1/1/2 Jld.8(70)  
Tarikh : 2 April 2019

**NURUL ATIKAH BINTI AHMAD**  
Kampung Kubu, Mukim Binjal  
06000 Jitra  
Kedah Darul Aman

Tuan,

**Kebenaran Untuk Menjalankan Kajian/ Soal Selidik di Jabatan Pendidikan Negeri /  
Pejabat Pendidikan Daerah dan Sekolah – Sekolah di Negeri Kedah Darul Aman**

Saya dengan hormatnya diarah merujuk kepada perkara tersebut di atas.

2. Dimaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian yang bertajuk "Types Of School And Its Effect On Work Life Balance Of Teachers" diluluskan.
3. Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan penyelidikan yang tuan/puan kemukakan ke Kementerian Pendidikan Malaysia. Tuan/Puan dikehendaki mengemukakan senaskah laporan akhir kajian setelah selesai kelak dan diingatkan supaya mendapat kebenaran terlebih dahulu daripada Jabatan ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum, seminar atau diumumkan kepada media.
4. Kebenaran ini adalah tertakluk kepada persetujuan Pengetua/ Guru Besar sekolah berkenaan dan adalah sah bermula dari 27 Mac 2019 hingga 25 Ogos 2019.

Sekian, terima kasih.

**" BERKHIDMAT UNTUK NEGARA "**  
**" KEDAH AMAN MAKMUR- HARAPAN BERSAMA MAKMURKAN KEDAH "**  
**" PENDIDIKAN CEMERLANG KEDAH TERBILANG "**

Saya yang menjalankan amanah,

  
( ABD AZIZ BIN SELAIMAN )  
Pengarah Pendidikan  
Jabatan Pendidikan Negeri Kedah

nz/TJD/MAC/2019



KEMENTERIAN PENDIDIKAN MALAYSIA  
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN  
ARAS 1-4, BLOK E8  
KOMPLEKS KERAJAAN PARCEL E  
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN  
62604 PUTRAJAYA

TEL : 0388846591  
FAKS : 0388846579

Ruj. Kami : KPM.600-3/2/3-eras(3636)  
Tarikh : 26 Mac 2019

**NURUL ATIKAH BINTI AHMAD**  
**NO. KP : 930716026064**

KAMPUNG KUBU, MUKIM BINJAL  
06000 JITRA, KEDAH 06000 JITRA  
KEDAH

Tuan,

**KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT PENDIDIKAN GURU, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA**

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan.

**" TYPES OF SCHOOL AND ITS EFFECT ON WORK LIFE BALANCE OF TEACHERS "**

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **27 Mac 2019** hingga **25 Ogos 2019**.

5. Tuan dikehendaki menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini. Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menjalankan amanah,

Ketua Sektor  
Sektor Penyelidikan dan Penilaian  
b.p. Pengarah  
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan  
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN KEDAH

\* SURAT INI DIJANA OLEH KOMPUTER DAN TIADA TANDATANGAN DIPERLUKAN \*





OTHMAN YEOP ABDULLAH  
GRADUATE SCHOOL OF BUSINESS  
Universiti Utara Malaysia  
06010 UUM SINTOK  
KEDAH DARUL AMAN  
MALAYSIA



Tel.: 604-928 7101/7113/7130  
Faks (Fax): 604-928 7160  
Laman Web (Web): [www.oagbsb.uum.edu.my](http://www.oagbsb.uum.edu.my)

UUM/OYAGSB/R-4/4/1  
20 February 2019

Jabatan Pendidikan Negeri Kedah  
Kompleks Pendidikan, Jalan Stadium  
05604 Alor Setar, Kedah Darul Aman

Dear Sir/Madam

#### DATA COLLECTION

**COURSE:** Research Paper  
**COURSE CODE:** BPMZ69912  
**LECTURER:** Assoc. Prof. Dr. Faizuniah Bt Pangil

This is to certify that the following is a postgraduate student from the OYA Graduate School of Business, Universiti Utara Malaysia. She is pursuing the above mentioned course which requires her to undertake an academic study and prepare an assignment. The details are as follows:

NO.	NAME	MATRIC NO.
1.	Nurul Atikah Binti Ahmad	822832

In this regard, I hope that you could kindly provide assistance and cooperation for her to successfully complete the assignment given. All the information gathered will be strictly used for academic purposes only.

Your cooperation and assistance is very much appreciated.

Thank you.

**"BERKHIDMAT UNTUK NEGARA"**  
**"KEDAH AMAN MAKMUR – HARAPAN BERSAMA MAKMURKAN KEDAH"**  
**"ILMU, BUDI, BAKTI"**

Yours faithfully

  
**ROZITA BINTI PAMLI**  
Assistant Registrar  
for Dean

Othman Yeop Abdullah Graduate School of Business

c.c - Student's File (822832)

